

DEVELOPMENT OF THE SECONDARY SCHOOL IN HIGHLAND PARK,
TOPEKA, KANSAS

by

LOUIE ELIZABETH ROHLER

B. S., Kansas State University, 1931

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
OF AGRICULTURE AND APPLIED SCIENCE

1959

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TABLE OF CONTENTS

Docu-
ment

	Page
INTRODUCTION.	1
HISTORICAL BACKGROUND	2
ORIGIN AND DEVELOPMENT OF FIRST SCHOOL.	5
THE FIRST HIGH SCHOOL	10
HIGHLAND PARK A RURAL HIGH SCHOOL	14
THE NEW BUILDING AND ADDITIONS OF 1951 AND 1955 . . .	18
HIGHLAND PARK HIGH SCHOOL AS IT ENTERED THE TOPEKA SCHOOL SYSTEM, JULY 1, 1959	23
Curriculum 1958-1959.	23
Special Courses	26
Special Education	26
Work Experience	26
Developmental Reading	27
Cadet Teaching.	28
College Work for Seniors.	28
Extra-Class Activities.	29
Student Council	29
Clubs	30
Social Functions.	30
School Publications	31
Athletic Program.	32
Guidance Services	33
Administration and Staff.	35
School Board Members.	37
Superintendents of Highland Park Schools. . .	37

	Page
Scottie Traditions and Colors.	40
SUMMARY.	41
ACKNOWLEDGMENT	43
BIBLIOGRAPHY	44
APPENDICES	47

INTRODUCTION

The history of the development of secondary education in Highland Park, Topeka, Kansas, should be valuable, not alone to chronicle and thereby preserve events which are vital to the life of the district, but also to reveal the tendency in rural education. It should help appreciation of the long strides taken by educational organizations of Kansas from the early schools of the 1800's to the facilities of the present.

A report of this nature was especially timely as Highland Park Rural High School district was being dissolved and made a part of the Topeka school system. This report may serve as a history of the development of the district from the beginning to July 1, 1959.

The Highland Park community had a rich historic inheritance, and in 1959 had excellent schools to help fulfill the aims of education. It was interesting to follow the development of the curriculum from the meager three R's of the first schools to the later day courses. Great was the difference in the early day methods compared to later theories and methods. Little had been written or told about the growth of the Highland Park school. There was much information at hand to be collected and put into proper form; otherwise it would be lost.

Too often a citizen fails to understand the means by which a school, his school, is started and organized. The student should appreciate the educational opportunities he has enjoyed when he compares them with those of his grandfather's day. It is to be hoped that students will realize the hardships overcome to give

them the modern high schools they are privileged to attend today.

A study of world affairs, nation, and state has been provided for students, but a study of their own particular county and town is often omitted.

In preparation of this report, the library facilities of the Kansas State Historical Society and the Kansas State Library, as well as those of the University of Kansas and the Kansas State University were used extensively. Primary facts were obtained from personal interviews, school records and reports, newspaper files, histories, literature, and magazine articles.

A map is included to show the district as it was at first, and another to show it as it was before the district was dissolved. Some brief biographical sketches of some of the superintendents, and some pictures of the buildings are also included.

HISTORICAL BACKGROUND

Educational laws passed by the first legislature of the Kansas territory were greatly influenced by the claiming of the Louisiana Territory by the different powers of Europe. A varied population came from Europe, with different ideas, beliefs, and principles; this made any fixed system or order of procedure impossible.

After the United States acquired the Louisiana Territory in 1893, the stress and storm of national government, as well as the great number of people who sought refuge in this newly discovered country, added to the difficulty.

It is necessary to understand the history of the first laws

and to know something of the early history, struggles, sacrifices, and the pioneer spirit of the men and women who settled in this region and inaugurated the first school system if we are to appreciate their efforts in the cultural development of this district.

The story of Highland Park cannot be independent of the history of the state as a whole. The beginning of the educational system of the district of Highland Park in the county of Shawnee dates back into the stormy days of the territorial history. For example, in 1854, before the boundaries of the Kansas territory were clearly defined, the legislature of the territorial government passed an act providing for the creation and maintenance of public schools:

Be it enacted by the Governor and Legislative Assembly of the Territory of Kansas, as follows:

Section I. That there shall be established a common school, or schools, in each of the counties of this territory, which shall be open and free for every white citizen between the ages of five and twenty-one years, provided that persons over the age of twenty-one may be admitted into such schools on such terms as the trustees of such district may direct (Brady, 5).

Because the Territorial Legislature of 1854 was pro-slavery, and because these laws were largely a copy of the Missouri school laws, they were persistently ignored by the Free State Party; yet it must be acknowledged that they were the foundation upon which our school system rests. Although the first three proposed constitutions were rejected, it revealed the educational spirit of the Kansas pioneer. The educational provisions of this adopted constitution form the fundamental basis for the present school

system. Only, however, as these laws were used as patterns for later acts of legislation did they affect our country.

The school system is, of necessity, dependent upon the population growth. The traditions of the new country were determined by the type and number of early settlers. An analysis of these population movements is necessary for a clearer understanding of the present social order and its education.

The first settlers in Kansas, with the exception of the westward-bound wagon trains, the explorers and traders, were missionaries. At least 17 missions were established during this period for the purpose of civilizing influence of Christianity among the Indians, and this became the focal point from which radiated an atmosphere of education and religion (Andres, 1, p. 83).

The local school organization recognized no authority except that which they considered expedient to their own locality. As a result there is no collective record of the school activities of the Territorial days. The sum total of present knowledge must be derived from scattered accounts found in early newspapers and private letters. Because of the interests of the times, and the intense political rivalry in government offices, the process of school organization received little publicity. There is no doubt that the unwritten history of the schools of the early 1850's would make what Jim Lane used to call "mighty interesting reading" (Columbian, 7).

It is difficult to state definitely when a high school was established, as often "grammar schools" and "high schools" were

reported when identically the same grades or subjects were established in both. As a guide, the following definition of a secondary school was used:

Secondary Education is that education which is provided for adolescents. It should help induct the adolescent into the life of an adult, and should serve the objectives of education in general. It follows elementary education which supposedly has developed the basic skills of learning and basic social adaptations, and prepares for further education in a general college, professional school, technical or trade school, or for employment. Secondary schools may be organized as junior high schools, senior high schools, or junior colleges to more closely parallel the nature of early, middle, and late adolescence (Baker, 4).

ORIGIN AND DEVELOPMENT OF THE FIRST SCHOOL

The original tract of Highland Park was one mile square. It was entered with county land warrant, July 20, 1858, by Daniel Sheridan in the District of Lands office at Lecompton, Kansas. Highland Park is a subdivision to the city of Topeka, and is part of the south half of the north-east quarter of Section 8 in Township 12, Shawnee County (Welcome, 13).

The Highland Park School District Number 35 was organized on March 7, 1862, under the direction of Peter McVicar, who was then county superintendent. The district was first called "Flanders," but the name was later changed to "Highland Park." When the district was organized, it comprised five and three-fourths square miles. The boundaries of the district were north to Fifteenth Street, west to Adams Street, south to Dustin Road, thence east to Vinewood Road and north to Fifteenth Street (Potter and Potter, 26).

The first school board members were Mr. C. G. Howard,

director; Mr. W. B. Flanders, clerk; and Mr. W. C. Pickerall, treasurer.

On June 25, 1863, at the school meeting, a committee of five members was appointed to find a site for a school house (Highlander, 9).

Because of postponement of school meetings, objection to location, and inability to raise funds for the purchase of bonds, the first school house, which was built of stone at what is now 27th and Indiana streets at a cost of \$1,600, was not built until 1868. Up to this date the district had rented a house in which to hold school, and had hired as the first teacher, Miss Mary C. Paulson. The first session of school in the new stone building was on September 14, 1868, with Miss Adelia E. Hunt as teacher. After a period of 21 years, this stone school house was sold at public sale to the highest bidder. Major J. K. Hudson bought it for \$81 on June 10, 1889.

Joseph Kennedy Hudson took title in June, 1886, from George W. Veale to the land which he platted as a fine residential section. He and his wife were given credit for naming this beautifully elevated district "Highland Park." Major Hudson had bought four farms and laid them out into lots, and as he was most anxious to have the new school building erected on the best possible site, he traded the school house he had purchased for property across the street. The plat of Highland Park was filed by him in March, 1887 (Bulletin, 6).

In 1879 Major Hudson started the Topeka Daily Capital which

he owned and published for many years. It was soon recognized as one of the most influential papers of the West. His editorials were flowery, but his arguments were presented in clear, simple, and forcible language. He was an idealist who was far ahead of his time in his expectations of what might develop in the country. Here is the article as it appeared in the newspaper at that time advertising purchase of lots in the Highland Park area:

Highland Park, a beautiful suburb, overlooking the city, now offered at the most reasonable prices and upon favorable terms.

In answer to many inquiries regarding this subdivision which has recently been placed on the market, it is appropriate to say that the plats are completed and ready for examination. The plan for the sale of the property which has been adopted is to sell no less than six lots in one plat to a purchaser. There will be no reservations of especially desirable sites, as the plan of selecting uniformly every other six lots on each street for the opening sale will give every purchaser an opportunity to select from any block in the subdivision. The improvements, which will be commenced on this property as soon as the weather permits, in the way of opening and making streets, and planting shade trees, will give some indication of what is intended to make Highland Park. The shade trees will be planted every twenty feet around every block and cultivated and cared for during the next three years without cost to purchasers of lots.

The Highland Park Circle Railway Company will build at least three miles of their road during the coming summer. This road will run through the center of Highland Park property, connecting with the business portion of Topeka. It is expected the improvements made upon Highland Park for the benefit of property owners and the alternate plats of six lots reserved for the second sale, will at least double the present valuation placed upon the lots. As soon as the first half of the lots are sold the balance will be offered but at prices at least double that asked for the first half. It is an easy matter to select a piece of prairie land and plat the same, and offer for sale, but a systematic development of property like Highland Park becomes a costly and a large undertaking. More than fifty thousand dollars will be expended upon

the improvements and development of Highland Park during this year and to the purchasers in the first sale of lots at the low prices for which they will be offered the public the investment becomes simply a certain speculation of at least a hundred per cent in the first twelve months.

The prices fixed for these lots are as follows: the best sited six lots for one thousand dollars. The second choice six lots for six hundred dollars. The prices will be plainly indicated on the printed office plats of the sub-division, and there will be no deviation or favoritism in prices shown to anybody. All will be treated alike. Persons who send orders by mail for investments in this property will be given as good a selection as if on the grounds themselves to make their own choice. The terms will be one-fourth cash, balance in one, two or three years. Eight per cent interest secured by a first mortgage. An abstract will accompany every sale showing a perfect title.

Highland Park is two miles from the post office and three fourths of a mile from Fifteenth Street. Messrs Strickler, Daniels, and Pounds, 159 Kansas Avenue, are the agents for the sale of this property. Plats and information can also be had at the office of Highland Park Sub-division on Eighth Avenue, east of the Topeka Daily Capital (Capital, 23).

In 1889 a new brick six-room school building was completed, and although only two rooms were needed for classrooms, the building was used as a community center. Church, Sunday School, socials, debates and lyceums all were held in this building. It was not equipped with modern conveniences as our schools are today. It was lighted with coal-oil lamps and heated by stoves. Water was supplied by a well which had been dug, and water was drawn by a rope and bucket. Two buckets were kept, one in each room, to supply the water. Major Hudson received severe criticism for being influential building such a large school. He was a man of vision and ahead of his time.

The members of the board for the new school were Mr. J. K. Hudson, director; Mr. W. S. Curry, treasurer; and Mr. George E.

Flanders, clerk.

The first teacher in this building was Mr. E. G. Shull, and there were 61 pupils enrolled. Among these were the Potter girls who were interviewed and from whom was received some very interesting material about their school at that time.

The first courses offered to students in Highland Park School that could be classified as high school work were offered by the eighth grade teacher, Mr. S. F. Wright, to some of the more advanced pupils of his group in 1895. Mr. Wright was a brother of Mr. Will Wright of the Topeka city school system and was a staunch believer in higher education. Mr. Wright, a strict disciplinarian, was a tall, strong, good-looking fellow, and he expected each one to complete the assignment each day. There were eight of these students who participated in high school work: Marguerite Markley, Violet Stewart, Lizzie B. Cooper, Robert Sheldon, Cory A. Lewis, Kitty A. Selover, Alida F. Otis, and Gertrude Potter (Potter, 25).

These students were taught algebra, geometry, science; ancient, European, and world history; and Latin. Classes were held at recess, after school, before school, or at any time that was available. This was very well received in the community. Most persons were anxious to have their own high school as it was some distance from Topeka, and there was no street car line or public transportation.

In 1909 a two-year high school course was added to the elementary school program by the Board of Education as a result of

popular demand from the community. Glenwood E. Jones, who was principal of the grade school, also acted as the high school principal. He received a salary of \$80 per month; later this fee was raised to \$90 per month. Mr. Jones was a likeable chap, just a young fellow, very intelligent and ambitious. He lived with his sister in Topeka and commuted back and forth the first two years. The last year he taught at the Park he lived with the Burrows. Then in 1911 when he quit teaching, he went to work at the Central National Bank which was known as Mr. Burrows' bank. Edith Cole was the other teacher of this two-year high school; she taught classes in Sewing I and II, English, manual training. Mr. Jones taught algebra, geometry, Latin, and history. Miss Cole also figured in the Burrows family as a son of the Burrows, James Burrows, was in high school at this time, and later (1916) married Edith Cole, his former teacher (Stiles, 27).

THE FIRST HIGH SCHOOL

The classes of "higher learning" were held in the upper story of the first brick school built in 1889. This building was destroyed by fire in 1926. In 1913 the third year course was added. But because of drouth and hard times the fourth year was not added until 1916. It was at this time that a new two-story brick building was constructed, costing \$14,772.55. It was located just south of the grade school building and was organized as a Barnes high school. This was Highland Park's first high school building. There were eight graduates in the first class in the spring of 1917: Clarabel Banta, Ira Faust, Paul Chance,



First Highland Park School, 1868



Highland Park School, 1889

Inez Berridge, Stanton Pearson, Fay Quisenberry, John Tevis, and Ruth Zirkle. Of this group only four were from Highland Park; the other four were from out-lying districts, Berryton and Tecumseh. The main subjects taught were English and diction, ancient and medieval history, physical geography, algebra and geometry, Latin, and physiology. Each student was expected to complete four subjects each year. These were the subjects offered in most modern high schools at that time except that in the Park no extra-class activity was offered at the first as they could not afford more teachers at that time (Zirkle, 23).

By the year 1925 the enrollment of the high school had increased so much that it was necessary to divide the assembly room of the 1916 building into class rooms. Up to this time all classes had graduated from this assembly room, but now it was necessary to erect a new auditorium; this was begun in the fall of 1925. The building had progressed nicely, and it was hoped that it could be in use by Christmas, but a strong wind blew half of it down while in construction. This delayed its completion, and it was not available for use until the first of February, 1926. This building was called the auditorium-gymnasium and gave a more adequate assembly place and an opportunity for basket ball.

The new auditorium-gymnasium was a frame building located east of the high school building and south of the grade school building. Later this building was moved across the street to the north, and a basement put under it; then it was used as the "shops" for the new high school in 1936.

As was mentioned above, the old grade school building that

had been erected in 1889 was destroyed by fire on April 18, 1926. It was replaced with the present one-story brick building, costing \$32,000. This building was still used as an elementary school in 1959. The original plans were to add an additional story later, but the structure proved inadequate. In November, 1926, this new grade school building was completed. At the same time an adequate sewage disposal plant was constructed and numerous improvements made to the high school and the grounds. The new grade building was unique in that it was of the California bungalow type with one story and no basement. The modern system of lighting and inside arrangements were carried out and Highland Park's new grade school of ten rooms ranked with the best. The building faced a court with no exits on the streets. This gave a maximum of safety and convenience in handling the children. The welfare of the child was the chief consideration in the design and construction of the new building. Slate blackboards, unilateral lighting, and the best seating were among the items included (Highlander, 9).

HIGHLAND PARK A RURAL HIGH SCHOOL

By the 1930's a new high school building was needed, so the school board sent in the first application to the Federal Loan and Grant Boards, under the Public Works Allotment, in October, 1933. From that time on they were busy answering questionnaires, filling out forms, signing applications, and doing everything to forward the project as quickly as possible. There was great rejoicing when Uncle Sam decided to help gain a modern and



Highland Park High School, 1935



First High School Building, 1916

adequate educational institution.

The modern structure of two stories and basement was of Gothic style. It was located at 27th and Indiana streets, on the exact spot that the first grade school stone building was placed. The land had been sold, but the school held an option on it. The original cost of this building was \$113,000, of which \$35,000 was a government grant from Public Works Allotment funds. Seventy-eight thousand dollars was raised by bonds bearing three and one-half per cent interest.

The building had an auditorium with a total seating capacity of 800 or more, including the balcony; a gymnasium with a 500 seating capacity, counting the balcony again. There were fifteen classrooms, a combination study hall-library, in addition to the gymnasium-auditorium office and athletic rooms.

On February 28, 1935, the high school moved into this new building. Two new subjects were added to the school program: manual training and vocational agriculture. In 1939, when Rural High School District, No. 10, was organized by special legislative action, the elementary school district, No. 35, agreed to share the use of their building for the maintenance and the insurance. The grade school remained under the district organization with an enrollment of 550 (Highlander, 9).

The high school blended the urban and the rural as it was located in the midst of a populous residential district and drew 20 per cent of its 400 students from farming communities surrounding the Park. Three new high school positions were necessary for the year 1939-40 -- a full-time librarian and study hall teacher,

a second home economics teacher, and a girls' physical education director.

The elementary school and high school systems were under separate official boards, with one member chosen from the area outside the Park, namely the Tecumseh district which was the source of about one half of the valuation of the district because of the location of the Kansas Power and Light Plant (Strode, 22).

THE NEW BUILDING AND ADDITIONS OF 1951 AND 1955

Again the population outgrew the building and facilities, so on October 16, 1948, voters of the Rural High School District, No. 10, authorized the issuance of bonds in the amount of \$885,000, to be used in purchasing a site and constructing a building for high school purposes. Contracts were let on September 26, 1949. The site chosen was at Twenty-fifth and California streets, which site adjoined the stadium which was acquired and built for the school in 1937.

The new building was planned to offer maximum flexibility when accommodating a student body of 600, and so that additional classrooms could be easily added. The cafeteria seated 200 students, the library 60 students, and shelves for some 5,000 books. The auditorium seated about 1,000 people. A crowd of 2,000 could be seated on rollaway bleachers in the gymnasium.

It was originally anticipated that the new high school building would be ready for student occupancy early in 1951. Because of several months' delay because of strikes, the building was not used until the fall of 1951. The dedication exercises

were held on November 16, 1951.

Twelve new courses were added in 1951-1952: auto-mechanics, art, cafeteria management, photography, library methods, journalism, drivers' training, dramatics, and advanced typing and transcription.

The school was, indeed, one for the students. Pupils no longer paid class dues because, through the efforts of the Board of Education, the district provided necessary funds for four all-school parties, one sponsored by each class. The six pay assemblies, which formerly had cost each student ten cents, were now free to everyone; now all students could see special programs by guest artists. Also, no boy or girl need ever miss any high school function because of lack of transportation. If he wished to attend an all-school activity, play on an athletic team, rehearse with a play cast, or otherwise participate in school events, free transportation to and from home was provided for him.

Because of the flood of 1951, and also because of the re-activation of the Forbes Air Force Base, there had been a great deal of building taking place in the Park. Several new housing areas had been completed and, of course, that meant more students in Highland Park High School. The new building was outgrown before the students had gotten used to it. So, late in March, 1955, construction was begun on a new addition to the school at an approximate cost of \$593,000. Students were moved from the north side of the building, and the cafeteria and the library were "packed away." Twenty-eight classrooms were added, including

a little theater, an art room, a band room, and a complete new room for the library. An increase of 150 students was expected for the next year, and six new teachers were hired.

The year 1955-1956 may be called a year of confusion, with nearly 300 teachers and students trying to find the right classroom with space for a class. Four classes were sometimes meeting at one time in the auditorium, for there were not enough rooms to go around. However, after the Christmas vacation, things began to get back to normal, as some rooms were ready for use. They moved into the new library during the vacation, and into the new cafeteria.

A new band room, a metal shop, and two classrooms were ready for use soon after the new semester opened. A larger shower room with more lockers was added to the boys' side of the gymnasium. Still under construction on the north end was the largest addition of all, a section of about 20 classrooms. More students meant more cars, and that necessitated additional parking space. A large area to the north of the building was worked down and topped with crushed rock for student and public parking facilities.

In the spring of 1957, as had happened each year for several years, there was talk of annexation. But this year action resulted. Highland Park area became a part of Topeka; Highland Park High School was to become a part of the Topeka school system. But, according to the law, the school systems would have two years of getting ready before they were a part of the school system. Therefore, Highland Park had its own system until July, 1959. The new school year, 1959-60, would be the first year under



Highland Park High School Building with Additions
1951-1956

the Topeka school system; hence, the timeliness of this study.

HIGHLAND PARK HIGH SCHOOL AS IT ENTERED THE TOPEKA SCHOOL SYSTEM, JULY 1, 1959

Curriculum 1958-1959

The enrollment at Highland Park High School at the close of the term of 1958-1959 was as follows:

Classes	Boys	Girls	Total
Freshman	148	137	285
Sophomore	137	127	264
Junior	103	114	217
Senior	70	85	155
Total	458	463	921
Graduates	70	85	155

Students were required to take three years of English, and in the fourth year they might elect senior English which was a college preparatory course. In Speech I and II, and dramatics, students learned to give different kinds of speeches and to know what speech was appropriate for the occasion. Library methods gave the students a chance to learn the fundamentals of library techniques. In Yearbook I and II, the classes planned and produced the high school annual. The News English classes, I and II, published the school paper, the Bagpiper.

Mathematics was not confined to tomorrow's teachers, scientists, and engineers, but was needed by all in an ever-increasing degree. Highland Park High School provided a two-fold program: one planned for students for whom high school was the finishing point in formal education; the other for those on the

way to college and careers that required higher mathematics. The courses offered were general Mathematics I and II, Algebra I, consumer mathematics, plane and solid geometry, intermediate algebra and trigonometry, trigonometry and college algebra.

The social science courses were designed to accomplish four main purposes: (1) to make the student aware of his country's heritage and to stimulate an interest in his country's affairs today; (2) to help the student develop a social philosophy of life; (3) to help him develop a mind for government that would enable him to take an intelligent part in its progress, and (4) to instill in the student a respect for the people of the world and a desire to work with them to make the world a better place in which to live. Courses offered were civics and family living, American history, American government, economics and psychology, drivers' education, and cadet teaching.

The physical science courses explored wonders of science in a modern world. Man and his earth were studied in biology; chemistry provided a foundation for those who wished to specialize later on in life. Physics and related sciences were also courses for foundation work in later fields. Survey science was also offered, where students could get a good background for future courses in science.

Learning to read and speak the more simple phrases and sentences, and becoming acquainted with the cultural backgrounds of the people whose language they were learning were two of the aims of the foreign language courses. Those offered at Highland Park High School were Latin I, II, and III, French I and II, and

Spanish I and II.

The industrial arts department offered courses in Woodworking I, II, and III, Mechanical Drawing I and II, Metals I and II, automotive information, printing and photography. These courses developed special skills in those students interested in the manual arts.

The vocational agriculture courses gave the students the opportunity to set up and carry out various projects at home. The full four-year course was given in vocational agriculture. Auto mechanics was a new course offered to meet the needs of the mechanically inclined students. Students had the finest tools and materials with which to work, and learned the care of such tools.

Vocational home economics offered a four-year program. A boys' foods class was given on request. Home decorations and furnishings was a very interesting course.

Development of well-trained personnel needed in the business world was an objective at Highland Park High School for the business department. General business, Typing IA and IB, Shorthand I, bookkeeping, Shorthand II, and transcription, office machines, retail selling, and work experience were the courses offered.

In the art department, Art I, II, and III were offered. Also included in the fine arts department were the music courses. The vocal courses included boys' and girls' chorus, robed choir, and the special chorus, the madrigals. In the instrumental music

section the courses offered were beginning band, intermediate band, and the varsity band.

Physical education courses were offered for the proper hygiene and exercise of both boys and girls. The program was based on the natural activities such as games and sports (Scottie Guide, 12).

Special Courses

Special Education. In the fall of 1956 a special education program was initiated at Highland Park High School to care for the students who, for various reasons, could not profit by the regular school curriculum.

Students enrolled in special education classes were given individual instruction on a level at which they could succeed. Classes which were integrated into this program were safety education, chorus, home economics, woodworking, mechanical drawing, metal shop, art, typing, drivers' education, and boys' foods. In the special class, mathematics, English, and social studies were taught.

These students were provided an opportunity to succeed and to become useful citizens in their communities and in the state (Highlander, 9).

Work Experience. The work experience program was first put into the Highland Park High School curriculum for the 1957-1958 school term. This program was the co-operative effort of business firms and the school to give the student the practical experience of working on the job while still in school. Thirty-two students

were enrolled in the second year of the program, plus 45 students who worked in the school cafeteria, a part of the program. Some of the students were excused during the fifth hour, and others were excused sixth hour. The work was limited to any student who had at least 34 credits upon completion of his junior year.

The students who enrolled in the work experience program were required to have a job by the end of the third week of school. Two credits were given for each hour enrolled, with a limit of four credits. Credit was based on a minimum of 145 hours of work on school days for each hour enrolled. In half-year situations, 75 hours of work were required. This requirement took into consideration the possibility of lay-off during the slack business season. The employer needed to realize that the student should be called back when business improved. If the student was dismissed for any reason, such as inefficiency or lack of need, he was required to find another job within three weeks or be dropped from the program and enrolled in another subject.

Developmental Reading. There was a need for a reading program at the high school level. Large numbers of poor readers had remained in school who had, in the past years, dropped from school. There were also many good readers who were not reaching or developing the full capacity of their reading potential. Therefore, the high school tried to aid as many students as possible to become better readers.

Highland Park High School was fortunate to be one of the first high schools in Kansas to initiate a developmental reading

program.

The pupil learned to read different kinds of materials in suitable ways, adapting his rate and his techniques to different types of materials and purposes.

Progress charts of each pupil were kept in order to note the increased reading speed as the students learned to attack material in a more progressive way. Results had shown in other reading programs that such training could increase pupil reading rates by 40 to 50 per cent, comprehension by 10 to 15 per cent -- truly worthwhile gains (Highlander, 9).

Cadet Teaching. To explore the possibilities in the teaching field, and to create an awareness of the opportunities available, Highland Park High School offered a course in cadet teaching to high school seniors who felt that they wanted to enter the teaching profession.

Some time was given in study to the philosophy of education, as well as to methods of teaching. Actual training was gained when students went into the classrooms in the elementary schools within the high school district and took charge of classes under the supervision of the regular classroom teachers.

College Work for Seniors. Something new and different in a secondary school's curriculum was instituted at Highland Park High School during the 1957-1958 school year. College doors were opened to some senior students with a certain standard in grades; they had an opportunity to take college courses at Washburn University. These students enrolled in such classes as English and composition, business accounting, engineering drawing, college

science, and others. This work earned for them college credits.

Extra-Class Activities

Student Council. The Student Council, organized in 1924, could hardly be considered a club since it was part of the organization of the school; however, it was listed with the clubs since it met at the same time as the clubs. The entire membership of the council met one week at club time; the next week, the executive board of the council met.

The Student Council was composed of a representative from each room of the first hour classes; they met every two weeks with the sponsors and the principal who served in an advisory capacity. A student president, chosen by general election, acted as chairman of the council. In addition to carrying on activities of government and passing judgment on certain disciplinary measures, the Student Council executive board met several times during the summer to prepare the activity calendar and schedule for the next year's work.

The purpose of the Student Council was to further the best interests of school activities, to promote good citizenship, to advise the administration as to the wishes of the student body, to better relations between students and faculty, and to charter new clubs. Other activities were to arrange for assemblies, sponsor school elections, to sponsor most of the varsity dances, the Blue and Silver Formal, and the all-school dance (Highlander, 9).

Clubs. Following is a list of the clubs as they appeared in the Scottie Guide for the Highland Park High School year, 1958-1959:

Pop Club
 Girls' Athletic Association
 Y-Teens
 The Future Farmers of America
 The Future Home Makers of America
 Spotlight Club
 Thespian Club
 H-Club
 Science Club
 Clef Club
 Camera Club
 Square Dancing Club
 Radio Club
 Art Club
 Crafts Club
 Usher Club
 Bible Club
 Auto Mechanics Club
 Gymnastics Club
 Archery Club
 Skating Club
 Library Club
 Bowling Club
 Cake Decorating Club
 Biology Club
 Scribblers Club
 Future Medical Careers Club
 Confirmed Bachelors Club
 Aviation Club
 Cadet Teaching Club

Social Functions. Some of the major social functions of the school year were as follows.

The Signature Dance, sponsored by the Highlander. The King and Queen were elected when the students cast their votes at the time they purchased their Highlanders.

The Pep Club took charge of the Homecoming game and dance. The King and Queen were elected by the student body.

The Pep Club also sponsored the annual Queen of Courts, at which time some senior girl in the Honor Pep Club was chosen to reign at a basketball game and dance that followed.

The Christmas Formal was sponsored by the Student Council. Much work went into the preparation for this dance, including decorations and special entertainment. A name band was on hand to provide music.

The Sweetheart Hop, held close to Valentine's Day, was sponsored by the Future Home Makers of America and the Future Farmers of America. This gala affair, held in the school gymnasium was attended by the entire school.

The Junior-Senior Prom, which symbolized the close of school, was sponsored by the junior class. They invite the seniors, the faculty, and the Board of Education as their guests.

Each class was allowed two class parties a year, one each semester. The teacher-counselors sponsored these events.

The school varsities usually followed inter-league athletic contests, and were held in the school gymnasium. The students of the visiting school were admitted as guests of the Scottie student body when they presented their identification cards at the door.

Many other events of a social nature highlighted the school year. Some were sponsored by various clubs, some by classes, and others by the school as a whole. In any case, these parties included the majority of the student body. It was recommended by the faculty and the Board of Education that all social events be held on Friday and Saturday nights. All parties sponsored by the school were required to be held on the school grounds.

School Publications. The Bagpiper, the official high school newspaper, was edited and published by members of the News English classes. The students gathered and wrote the articles, did the lay-out work, had the negative made from which a metal image was produced, and the paper run off on the school's offset press.

The Highlander, published annually by members of the year-book classes, served as a complete history and record of the year's activities. It contained the pictures of the student body and faculty, the many clubs, and the activities and happenings of the school year.

The Scottie Guide, a handbook, was designed to aid students, old and new, in understanding the complex organization, activities, rules, and general information which students would and should like to know about Highland Park High School.

The News English class also furnished news for the weekly columns in the two city daily papers, The Topeka Daily Capital, and the Topeka State Journal.

Athletic Program. Highland Park High School was a member of the North East Kansas League in the Class AA group since the enrollment was over 475. The NEKL furthered athletic and recreational education and was under the direction of the Kansas State High School Activities Program, organized by the State Department of Public Instruction.

A large percentage of the boys of Highland Park High School entered the field of sports. A full athletic program including football, basketball, track, tennis, golf, and baseball were in the activity program, with intramurals for both boys and girls in addition.

The community was very enthusiastic about sports, particularly football and basketball. Many games were played at the Washburn University's Moore Bowl because the high school athletic field could not accommodate the crowds.

There had always been banquets held for each sport with all who had taken part in that sport attending, but an all-city sports banquet was held at the close of the 1958-1959 school year with the senior lettermen and coaches attending from each school in the city, and from Washburn University.

Highland Park had a program of summer baseball for boys, sponsored by a faculty member. This was perhaps the only school in the state that had such a program.

The Scotties' athletic victories for several years past had far exceeded their defeats. Stress was placed more on the number of boys sharing the program than on the outcome of the game; however, they liked to win.

Guidance Services

One of the most significant educational developments in the past quarter of a century has been in the field of guidance.

Guidance may be defined as an educational process by which we assist individuals in the making of choices and adjustments in significant situations in their lives in which they need help. It has various aspects which are inter-related, yet we should recognize these as educational, vocational, healthful, recreational, and social-civic-moral in nature. Guidance involves a point of view which influences other educational procedures such as classroom teaching, administration, curriculum construction, and provision for extra-class activities, yet it is synonymous with such procedures. In addition to a point of view, guidance includes provision for specific services. These guidance services include development in the individual of an accurate and objective evaluation of himself and of his environmental opportunities, especially those which are educational and vocational in nature; counseling to bring the individual into an optimum relation to the opportunities in his environment; and placement and follow-up when he drops out or is graduated, that his life may bring a maximum of satisfaction to himself and be of service to others (Baker, 4).

The guidance program at Highland Park High School revolved around the teachers who were counselors to the students. Teachers were assigned one of two levels, the freshmen-sophomore group, or the junior-senior group. These assignments were based on the teaching areas and the individual interests of the teacher. Each teacher-counselor had for a period of two years, 20 students to assist both educationally and vocationally.

The teacher-counselor was expected to develop a real interest in his counselees, and to study his counselees' accumulative records and to follow the students' progress under other teachers. Each counselor was expected to make at least one home visit during the two years he had the student as his counselee.

All report cards were issued through the teacher-counselor, all changes in enrollment, all changes in the four-year plan, and all progress reports, satisfactory or unsatisfactory, were channeled through the teacher-counselor.

The guidance program had as its purpose the same one stipulated in the complete definition on the preceding page. It was thought that through proper relationships the counselees would seek help in personal matters and find a "home base" with their teacher-counselors. Specifically, the guidance program of Highland Park High School was intended to aid individual students to make better choices, to solve personal problems, to achieve more satisfactory adjustments, and to understand themselves better than would have been possible without the services of the guidance department.

The organization of the guidance program at Highland Park

may be clearly seen by the following diagram (Teachers' Handbook, 13).

SUPERINTENDENT

Sr.-Jr. PRINCIPAL

Soph.-Fresh. PRINCIPAL

Sr.-Jr. COUNSELORS

Soph.-Fresh. COUNSELORS

GUIDANCE DIRECTOR

Sr.-Jr. STUDENTS

Soph.-Fresh. STUDENTS

_____Line of Authority

-----Advisory Relationships

Administration and Staff

The administrative staff was made up of the Principal and two Vice-principals who helped with the student problems and some administrative duties. In 1958-1959 Highland Park High School had a staff of 57 teachers, more than half of whom had Master's Degrees. About half of the faculty were women. Each teacher had five classes of from 20 to 25 students, and a plan period each day. A guidance director supervised the testing program, and each teacher acted as counselor for about 20 students. The students chose their own counselors.

Highland Park High School was a member of the North Central Association of Secondary Schools and Colleges in the Class A rating. The teachers all belonged to the National Education Association, the Kansas State Teachers' Association, and the Shawnee County Teachers' Association.

In 1956 Highland Park High School asked the North Central Association to make an evaluation of the school, and to recommend improvements in the curriculum. They gave statements of their findings, but made no specific recommendations.

Highland Park High School was organized on the 3-4 basis and hired 57 teachers for an enrollment of 925 students for the school year 1958-1959. The district evaluation was 22 million dollars, and the general levy 9.38 mills.

Two important groups of people in the Highland Park High School were the cooks and the custodians. There were nine cooks in the cafeteria to fix appetizing hot lunches for nearly 800 students each day. They served coffee and cookies for the faculty at the "break" in the morning; they also fixed a counter where the students could get milk, doughnuts, cookies, and fruit at the "break."

There were five custodians who kept the building clean and all repairs in order. They drove the school buses, which meant that they began work early and worked late. In the year 1939-1940 the school started the bus program with one school bus which made two trips morning and evening. The school operated, in 1958-1959 six school buses which made two round trips morning and evening, a vocational agriculture truck, and two station wagons which also helped in the transportation of students to and from school, on educational trips, and for athletic events.

Those students living outside a mile radius of the school rode buses to and from school. A bus at 4:30 took the students

home who had stayed to do extra work and needed transportation to their homes. A bus also took the boys home after athletic practice.

School Board Members. There have been many members of the Board of Education of Highland Park schools. A record of all was not available, but a few of them are listed as they were named as outstanding for their work on the board.

Major J. K. Hudson
 E. A. Dunlap
 Albert C. Potter, served from
 1890-1916
 C. P. Buck, served six years
 E. W. Estes
 Ben H. Abels, 1927-1949
 A. T. Cross, 1926-1939
 C. M. Miller, 1936-1946
 J. J. Gies, 1940-1958

The present school board was composed of Mr. Charles Tietgen, who has served for six years; Mr. J. W. Tolin, who was elected in 1957; and Dr. Howard A. Dexter, who was appointed to finish Mr. Gies' term.

To all the men who had served on the Board of Education, and especially to those who had served long terms, the community was deeply indebted for the services given in the interest of better schools in Highland Park.

Superintendents of Highland Park Schools. Mr. Glenwood Jones, in 1909-1911, introduced the first organized high school work in Highland Park School, consisting of a two-year course. He promoted athletics, and the track team of 1911 won the sweepstakes at the triangular track meet at Washburn University.

Being the possessor of a fine voice himself, Mr. Jones was also extremely interested in the musical activities of the school. He was thought of very highly by his students. He later went into the Central National Bank of Topeka.

Mr. C. J. Cahill, superintendent from 1911-1917, was the one who accomplished the feat of attaining the accrediting of the Highland Park School.

Mr. William Jensen served one term, the school year of 1917-1918. Mr. A. H. Platt followed Mr. Jensen, also serving one term, 1918-1919.

When Mr. F. J. Whitaker became superintendent in 1919, Highland Park had a four-year course. Mr. Whitaker was an ardent backer of the baseball team, and also raised the debating team to a high level. He served through the school year, 1920-1921.

The enrollment of Highland Park School had doubled at the time Mr. H. Wallace Corbett became superintendent in 1921. He was very interested in dramatics, and while he was at the head of the school, the community enjoyed many excellent plays. Mr. Corbett served until the end of the term in 1925 (Highlander, 9).

Mr. Lloyd H. Mosser, who was superintendent from 1925-1931, came to Highland Park from the Topeka system. He had had 13 years of teaching experience; during that time he had been active in all phases of school activity. Mr. Mosser was superintendent when the auditorium-gymnasium was built, and when the grade school building burned and the new building was built. A definite budget plan was put to use in the school finances, and an exact accounting plan for financing the student activities was made. Athletics

had been built up to a high point of achievement. The high school received an A classification from the State Board of Education.

When Mr. W. W. Wright came to Highland Park in 1931, he realized the need for a new building; he immediately became the leader in the movement for this building, which materialized in 1935. Mr. Wright took an active interest in each phase of the school's activities; he strove for the personal well-being and growth of every student. Guided by him, the school took strides in achievement which were possible because of his unfailing interest in the entire student body. Mr. Wright served as superintendent through the spring term of 1946.

From 1946 to 1955, Mr. Walter Hines was superintendent of Highland Park High School. He came to Highland Park from Beloit where he had taught social science in the high school. Mr. Hines was undoubtedly a man with a "punch." His accomplishments were many; his smile, wit, and sense of fair play won for him the highest regard. In 1951-1952 he spent a great deal of his time helping to plan and direct the construction of the new high school building. On March 3, 1955, he resigned to become general manager of a six-state insurance and managers' firm.

Succeeding Mr. Hines, on July 31, 1955, was Mr. Barney Hays, who had been assistant principal for the past six years. From 1955 to the present time, 1959, Mr. Hays has given all his efforts to make Highland Park High School a better school. He had been at Highland Park since 1946, when he came as an instructor in the physical education department, and served as head football coach.

In 1949, Mr. Hays was appointed vice-principal under Mr. Hines. During his time at Highland Park High School, he has been a friend to all students. In the fall of 1956, two co-principals, Mrs. Virginia Cleland and Mr. Curtis Stoll, were added to the administrative staff to assist with enrollment, student problems, and adjustments, and in various other administrative duties.

Scottie Traditions and Colors

Using the name Highland Park as the cue, the school adopted the symbols and names relating to the Scottish Highlanders. Athletic teams were known as the Scotties; the year book as the Highlander; the school paper as the Bagpiper; plaid-clad "pepsters" as Scotch Lassies; and a boys' vocal ensemble by the name of Highlanders.

The Scottish emblem was taken as a symbol of the school in 1927. This was designed into a school crest in 1932 to be used in rings and announcements. This crest or emblem depicted a sturdy Scotsman playing the bagpipes.

In 1935 the Student Council, realizing that the colors of a great many schools in the vicinity were the same as the Highland Park "red and white," decided a change was needed. After many months of thinking and voting, the colors of scarlet and Kelly green were finally decided upon. They proved to be a very flashy combination, and made a good appearance.

In 1937 the Scottie dog was chosen as a mascot.

In 1937, also, the Scotch Lassie Pep Club chose their costume

of red and green plaid skirts, red sweaters, and plaid neckerchiefs. The neckerchiefs were discarded and little Scotch caps were added in 1942. The uniform was changed later to green skirts with red plaid kick-pleats, cardigan red sweaters with "Scotties" in green script across the back, and saucy little be-feathered Scotch caps.

SUMMARY

In this study an attempt was made to show something of the historical background of the development of the secondary school of Highland Park, in Shawnee County, Kansas; something of the trials and tribulations of the early pioneers, and how their hearty endurance made it possible for the school to develop into its advanced condition as it entered the Topeka school system in July, 1959.

The curriculum had changed with many new services added. The methods of presentation had changed, and some new social science units had been added. Many elective courses gave the student practical knowledge in some subject of interest to him. There had been a general raising of the standards of the teaching profession.

The main source of information was the Highlanders, with their accounts from year to year. The school file of these was not complete, so it was hard to gather complete developments of the school.

Many interviews were scheduled, and visits were made to the State and County Superintendents' offices. Many trips were made

to the Historical and State Libraries.

The Highland Park High School seemed to be like all other schools, yet it was not. Perhaps it was the background and the willingness of the people that helped influence the school to be different. Above all, it was the spirit of the school and the people of the community that made the school an outstanding one.

ACKNOWLEDGMENT

The writer wishes to express her appreciation to Dr. H. Leigh Baker for his assistance and guidance in making this study, and to her husband, Ralph E. Rohler, for his cooperation and kind understanding during the time she spent on this report.

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21. The Kansas Tribune, Topeka, Kansas, August 18, 1856 - September 30, 1858.
22. Strode, Gladys. "Highland Park Blends the Urban with the Rural." The Kansas Teacher, May, 1940, pp. 10-13.
23. The Topeka Daily Capital, Topeka, Kansas, May, June, July, 1909-1913; 1916; 1917.

Interviews

24. Catholic Priest. The old Burrows' home at 27th and Virginia, Topeka, Kansas, April, 1959. Permission was given to browse through the Burrows' library. Mrs. Burrows, formerly Miss Mary Edith Cole of the Highland Park High School faculty, had sold her home at the time of her death to the Catholic Church.
25. Potter, Gertrude and Alice, of the home, February 4, and April 4, 1959. These girls were in the group who took the high school work offered, before the high school was organized.
26. Potter, Mr. and Mrs. Horace, California at 29th Street, Topeka, Kansas, April 14, 1959. They gave some very interesting facts of the early school days of the district, as well as the boundaries of the district.

27. Stiles, Mrs. Mary, 2424 Maryland, Topeka, Kansas, May 6, 1959. Mrs. Stiles was in the first group that started to high school in 1909, when the first two-year high school was started.
28. Zirkle, Clarice, 2835 Iowa, Topeka, Kansas, April 28, 1959. Clarice started her high school career at Highland Park when the high school was a two-year high school; she finished her work at the Topeka High School, and since that time has been teaching in the elementary school at Highland Park.

APPENDICES

APPENDIX I

Report from the State Superintendent's Office
on Highland Park High School

Date	Superinten-	Rat-	Evaluation	No. of	Enrol-	Levy	Salaries
:	dent	ing	:	teach-	ment	:	of Supts.
:	:	:	:	ers	:	:	& Prin.
1915-16	C. J. Cahill	N.A.	\$ 940,000	3	28	7	\$ 855
1916-17	"	B	978,025	3	48	7	900
1917-18	Wm. Jensen	D	978,025	3	65	6.6	900
1918-19	A. H. Platt	D	1,108,020	4	45	6.6	1,125
1919-20	F. J. Whitaker	D	1,108,020	4	55	6.6	1,500
1920-21	"	C	1,100,000	4	65	6.6	1,800
1921-22	H. W. Corbett	C	1,194,805	4	90	1.3	2,000
1922-23	"	C	1,320,540	5	109	1.06	2,000
1923-24	"	C	1,266,630	6	97	1.2	2,000
1924-25	"	C	1,303,125	6	120	1.1	2,250
1925-26	Lloyd Mosser	C	1,339,460	7	142	18.0	2,250
1926-27	"	C	1,405,955	8	161	23.4	3,025
1927-28	"	C	1,425,995	8	175	20.5	3,025
1928-29	"	A	1,464,525	9	194	15.0	3,000
1929-30	"	A	1,460,000	9	190	15.0	3,000
1930-31	"	A	1,640,469	10	200	12.4	3,000
1931-32	W. W. Wright	A	1,640,469	10	230	12.4	2,800
1932-33	"	A	1,494,823	11	209	15.3	2,800
1933-34	"	A	1,245,987	9	220	17.5	2,400
1934-35	"	A	1,280,904	10 $\frac{1}{2}$	236	14.2	2,400
1935-36	"	A	1,341,596	11 $\frac{1}{2}$	270	11.37	2,484
1936-37	"	A	1,353,736	13	318	14.57	2,484
1937-38	"	A	1,474,425	14	338	14.1	2,800
1938-39	"	A	1,666,175	15	343	17.5	2,900
1939-40	"	A	9,256,344	16 $\frac{1}{2}$	407	2.75	2,904
1940-41	"	A	9,857,370	16	391	1.17	3,100
1941-42	"	A	9,954,672	19	376	1.63	3,100
1942-43	"	A	9,973,467	19 $\frac{1}{2}$	337	1.4	3,325
1943-44	"	A	10,016,172	19 $\frac{1}{2}$	335	2.22	3,600
1944-45	"	A	10,050,963	19	361	2.48	3,800
1945-46	"	A	10,050,963	18	358	2.48	4,000
1946-47	Walter Hines	A	10,050,963	19	373	2.48	3,800
1947-48	"	A	10,820,088	20	383	4.37	4,200
1948-49	"	A	10,829,319	21	393	4.37	4,400
1949-50	"	A	14,000,000	21	406	6.5	4,600
1950-51	"	A	14,000,000	25	426	4.4	5,200
1951-52	"	A	14,000,000	24	441	6.0	5,800
1952-53	"	A	15,232,707	26	519	5.06	6,400
1953-54	"	A	16,000,000	31	576	6.3	6,900
1954-55	"	A	17,374,000	35 $\frac{1}{2}$	630	6.7	7,100
1955-56	Barney Hays	A	17,869,126	40	744	6.7	7,100
1956-57	"	A	18,629,427	49	799	6.8	7,700
1957-58	"	A	19,536,500	52	904	6.85	8,100

APPENDIX II

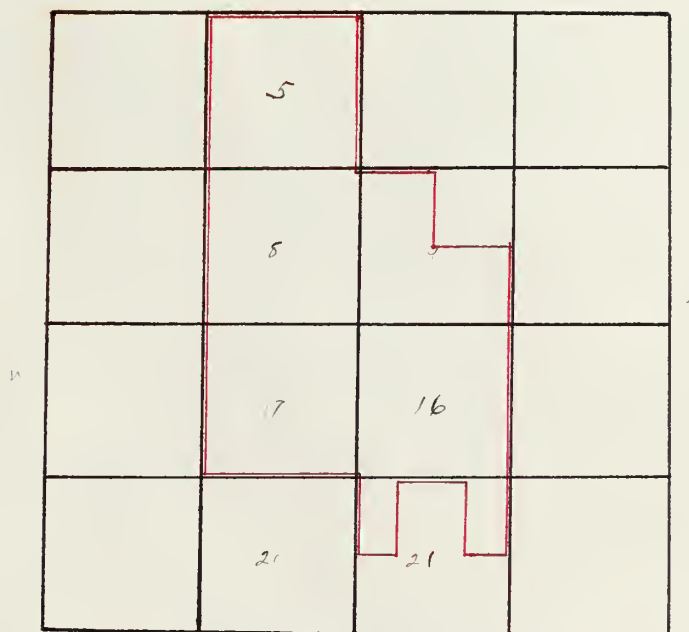
Legal Description of School District No. 35 -- 1867

Beginning at the NE corner of Sec. 5-12-16; thence W one mile; thence S two and one-half miles to the SW corner of Sec. 17-12-16; thence S one-half mile; thence E one-fourth mile; thence N one-half mile; thence E one-half mile; thence S one-half mile; thence E one-fourth mile; thence N one and one-half miles to S line of Peter Anderson's land; thence W to west limit of said Anderson's land; thence N along W side of said line one-half mile; thence W to center of Sec. 9-12-16; thence N one-half mile; thence W one-half mile to NE corner of Sec. 8-12-16; thence N one-half mile to place of beginning.

Topeka, Kansas. May 31, 1887.¹

¹County Superintendent's Record of School District Boundaries, Shawnee County, Topeka, Kansas. Vol. 1, p. 35.

$\frac{3}{4}$ " = 1 Mile



Map of School District
No. 35, 1987

Legal Description of School District No. 10

Highland Park Rural High School District No. 10 is hereby established in compliance with Senate Bill 196 as passed by the Kansas Legislature of 1939.

The boundary is as follows:

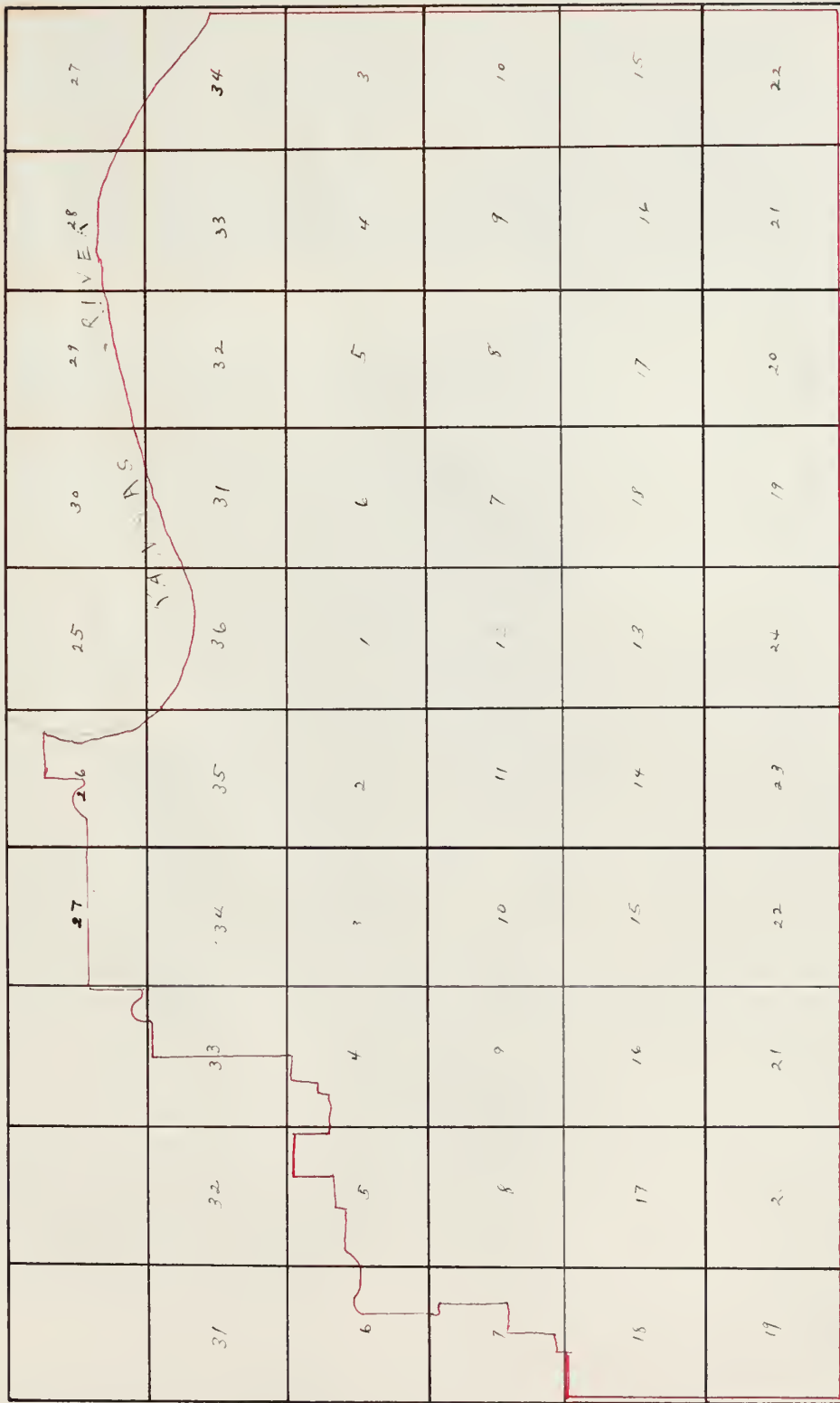
Beginning at a point at the SE corner of the SE $\frac{1}{4}$ of Sec. 22-12-17; thence W nine miles to the SW corner of SW $\frac{1}{4}$ of Sec. 20-12-16; thence N three and one-half miles to the NW corner of the SW $\frac{1}{4}$ of Sec. 3-12-16; thence following the boundary of the school district of the City of Topeka to the NW corner of the SW $\frac{1}{4}$ of Sec. 27-11-16; thence E one and one-half miles to the NE corner of the SW $\frac{1}{4}$ of Sec. 26-11-16; thence N one-fourth mile; thence E one-half mile to the Kansas River; thence E along the S bank of the Kansas River to the county line at the SE corner of the NE $\frac{1}{4}$ of Sec. 24-11-17; thence S four and one-half miles to place of beginning.

3/30/39 (Record, 28).

28. Record of School District Boundaries of Shawnee County, Shawnee County Court House, Topeka, Kansas. Vol. 2, p. 119.

N

3/4" = 1 Mile



5

Highland Park Rural High School District No. 10, 1939

APPENDIX III

Biography of Major Joseph Kennedy Hudson

Joseph Kennedy Hudson was born in Ohio on May 4, 1840, the eldest of six sons. He was educated in the public schools of Salem, Ohio. His other education was acquired through his own private studies and his father's printing shop. He joined the John Brown League in 1860. He went into the army in July, 1861, became a major in 1863. In July, 1865, he was mustered out, and came to Kansas City; he later served in the Spanish-American War. In 1871 he served in the Kansas Legislature -- he also served on the Board of Regents of the Kansas State Agricultural Society. In 1873 he bought the Kansas Farmer and moved to Topeka. In 1874 he became a United States Senator.

In 1879 Major Hudson started The Topeka Daily Capital, which he owned and published for many years. It was soon recognized as one of the most influential papers in the West. His editorials were flowery, but his arguments were clear, simple, and written in forcible language. He was an idealist, and was far ahead of his time. He was in his element when there were battles to be fought.

Joseph K. Hudson married Mary W. Smith in 1863. She was a member of the Society of Friends, an intelligent, good-looking woman. They had two daughters and two sons. One boy died at an early age. After 1887, Major Hudson's chief interest was the development of Highland Park, although he held many positions

of honor in city and state affairs. He loved Highland Park, and he and his wife are responsible for the fine district of the Park today. He served on the school board for many years. He died in 1907 before his dream of the Park had materialized.

DEVELOPMENT OF THE SECONDARY SCHOOL IN HIGHLAND PARK,
TOPEKA, KANSAS

by

LOUIE ELIZABETH ROHLER

B. S., Kansas State University, 1931

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
OF AGRICULTURE AND APPLIED SCIENCE

1959

The purpose of this master's report was to present an educational picture of the development of secondary education in Highland Park, Topeka, Kansas, from the beginning of the school in 1862 to incorporation into the Topeka school system, July 1, 1959. The study began with the period prior to any schools or school laws in the territory, and was built around the organization of the schools and the different buildings. At the time this paper was prepared, Highland Park Rural High School District No. 10, because of the annexation by the city of Topeka, was being dissolved and becoming a part of the Topeka school system.

The writer started the paper with the historical background of the area which dated back to the territorial period when, in 1854, the territorial government passed an act providing for the creation and maintenance of the public schools. The school systems were dependent on population growth. The local school recognized no authority except that expedient in their own locality, which probably accounted for the fact that no records were kept or recorded.

The first school was organized in March, 1862. A map of the district as it was in 1862 is included, as is a map of the district as it was in 1959. A description of the beginning of Highland Park, and the part Joseph K. Hudson played in its development was included; there was also an account of the first high school, the subjects offered, and the first high school two-year course established. There followed a description of the development of the high school and the buildings through to the buildings of

1951-1956. Pictures of all these buildings were included.

The last part is a discourse on the curriculum, extra-class curricula, special programs, the administration and staff, and some of their duties. Some brief biographies of some of the principals, superintendents, and board members of Highland Park schools, some of whom served a good many years, was included.

The major source of information were the Highlanders of the Highland Park school. County records and school records, when obtainable, from the county and state superintendents' offices were also used. The early newspapers of the territory, and the Topeka Daily Capital, as provided by the Kansas Historical Society, were included.

Interviews were conducted with some of the people who had gone to school at Highland Park, and with some residents who were descendents of the early settlers.